

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lotus School
Number of pupils in school	50 (PAN 48)
Proportion (%) of pupil premium eligible pupils	86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lidia Gardner
Pupil premium lead	Tiarnan Hamill
Governor / Trustee lead	Gina Kitchin – Governor Claire Hollister – Trustee Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,920

Part A: Pupil premium strategy plan

Statement of intent

. Our aim at Lotus School is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Currently we have over 85 % who are Pupil Premium. We know that the remaining 15% of pupils are also disadvantaged this because of the following factors;

- All of our pupils having Education Health Care Plans,*
- The deprivation index of where they live*
- The majority of our pupils are working well below age related expectations either due their special educational needs or historic gaps in attendance in mainstream.*

At the heart of our approach is high-quality teaching, targeted support based on robust diagnostic assessment of need and help to ensure pupils access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills whilst continuing to ensure that high-quality work experience, careers guidance and post 16 education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on academic and non-academic assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Our attendance data shows that PP learners have overall lower rates of attendance, persistent absences and at risk of school refusal.</i>

2	<i>Our assessments, observations and discussions demonstrate a higher level of social, emotional, and economically wellbeing need, learners often demonstrate a lack of age-appropriate life skills as well as having their basic needs met at home.</i>
3	<i>Our observations and discussions show that PP learners are provided with less enrichment opportunities compared to our non - PP learners in terms of experiences that stretch beyond the school day.</i>
4	<i>Our data around attendance to school events demonstrates that parental engagement of PP learner's families within academic and non-academic opportunities that school offer is much lower than that of non-PP learners' families.</i>
5	<i>Observations and discussions demonstrate that the physical health and mental health of our PP learners and their families is causing concern on the impact of overall progress and engagement in learning with some of our PP learners.</i>
6	<i>Our assessments and observations demonstrate a lack of funded access to Therapy services, including mental health provisions and sensory based provisions via EHCPs for some students eligible for PP. This preventing them from engaging in learning effectively and making as much progress as they are capable of.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
That all students eligible for PP make expected or exceptional progress across all subjects within the curriculum offer they study.	All PP students will make expected or exceptional progress across all subjects within the curriculum offer they study.
Increased attendance rates for students eligible for PP and a reduction in persistent absentees and full school refusal of PP learners.	Overall attendance among students eligible for PP improves to the following criteria: School refusers – attend school Persistent absentees – improve attendance from current starting point by 25% year on year All PP learners have attendance of over 95% is the future aspiration
PP students are provided with targeted support for their social and emotional well-being needs and are fully supported to develop life skills within and out of the curriculum offer.	Students fully engage with the support they are offered and academic and non-academic progress data and quality assurance shows an increase in social and emotional wellbeing.
Increased enrichment opportunities before, during and after school to provide students	PP students will be provided with a greater wealth of enrichment opportunities to support

with increased experiences, opportunities and provide them with higher aspirations.	higher aspirations and provide awareness of the community and surrounding areas around them. This will be planned for and built into their Lotus School journey.
That the physical and mental health of our PP learners and their families improves and their basic personal wellbeing needs are met, where they require external or specialist support, they are supported to gain this by school.	PP learners and their families will be provided with expertise services to support their physical and mental health needs via specialist in-house services, promotion of external services and providing a one-stop shop approach towards specialist help available within our school and local communities.
That PP Learners parents and carers are fully involved within school life and take up all opportunities to engage with the whole school community.	The attendance of PP Learners parents and carers to events increases, they will attend all parent evenings and respond to progress reports as well as non-academic family and social events we host throughout the year.
PP Students have access to mental health and therapy provisions and sensory interventions which are not funded via their EHCP's but are required for them to make academic and non-academic progress.	Students are provided with all the platforms and tools they require to access learning and to remove any barriers they may face.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Creation and staffing of the ISU and hub offers to provide specialist curriculum routes for children with ASD and/or high challenge</i>	https://www.ambition.org.uk/research-and-insight/research-insight-effective-middle-leadership/	1, 2, 3

<i>behaviour issues.</i>		
<i>To offer a forest school and outdoor pursuits provision through the subject core self across the school for curriculum offers and interventional purposes.</i>	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	3, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide a full time family support worker.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents file:///C:/Users/lgardner687/Downloads/adverse-childhood-experiences-summary.pdf	1, 2, 4, 5
<i>To purchase an SLA with Blackpool Council to appoint an education welfare officer to work with our more complex families as a family intervention worker.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents file:///C:/Users/lgardner687/Downloads/adverse-childhood-experiences-summary.pdf	1, 2, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To offer a free breakfast to all students.</i>	https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/	2, 5
<i>To provide the 'Lotus Passport' to ensure all children have crucial lived experiences prior to adulthood.</i>	file:///C:/Users/lgardner687/Downloads/adverse-childhood-experiences-summary.pdf	2, 3
<i>To offer specialist 1:1 music lessons.</i>	https://www.musictherapyworks.co.uk/special-needs	3

Total budgeted cost: £ £43,920

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments, this is because we currently have no students completing National assessments due to having no year 11 cohort in 2022 - 2023.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024, as stated in the Intended Outcomes section above. As part of our improvement journey we have reviewed our approaches across Quality of Education and Personal Development and have aligned our strategy plan and made changes to how we intend to use some of our budget this academic year. We predict these changes will have a significant impact in our evaluation for end of academic year 2023 – 2024.

Attendance 2022-2023

Attendance is an area that we will make considerable high priority moving into academic year 2023 – 2024. Our attendance data is currently aligned with PRU's, and significantly impacted by full school refusers. The appointment of a Family Support worker and the investment into an SLA for an Education Welfare Officer with links to a wide variety of local knowledge and partnerships will make our approach more robust and expand our capacity to support families with attendance and make families accountable where appropriate. The school have also gained a place on the DfE Special School Attendance Hub which will be starting in Autumn 2023. This will support us in looking at what good practice is and what strategies we can use in our setting.

Music

PP learners have accessed 1:1 music lessons learning instruments such as guitar and drums. Students have made good progress and are enjoying the lessons. One student is looking at preparing to take their graded exam in drumming this academic year.

Breakfast

All students have access to breakfast when they come into school. Having the breakfast in the morning settles the students into the day and gets them physically ready to learn. At breaks the fruit keeps them going until lunchtime and the uptake is very high.

Lotus Passport

The Lotus Passport is still under development. We are exploring ways that we can evidence and capture the impact in school and at home to ensure that students get a wide range of opportunities to develop cultural capital. This will be launched to families in Spring 2024.

Outdoor Education

All students in KS3 have accessed to outdoor education as part of their core self curriculum. This has given learners opportunities to explore sports, enrichment and nature in a safe way. Some learners have never had this opportunity before. The feedback from students has been really positive.

